

Action Plan: Educator Systems

Factor	Notes	Strengths	Concerns/Limitations
Key Personnel			
Fit			
Knowledge			
Resource Allocation			
Training, Coaching			
Data-Based Decision Making			



Definitions and Considerations:

Alignment: The contextual fit and overlap of data-based individualization (DBI) within the state education agency's (SEA's) current initiatives and work.

Key personnel. Personnel involved with making decisions regarding DBI and implementation. They include those with decision-making authority, a team to lead the initiatives, and two-way communication.

Fit. The extent to which DBI fits within existing initiatives and structures. DBI can be considered to fit in terms of current and future initiatives, a common language, and the organizational structure of the SEA (e.g., personnel, offices, training and technical assistance delivery system).

Internal capacity: The ability of the SEA to self-sufficiently scale up and support DBI.

Knowledge. The current knowledge or understanding of DBI across the department, including expertise and experience with DBI (i.e., internal knowledge or knowledge of team and agency). For knowledge, SEAs can consider general trainings for all personnel at the SEA and the ability to provide specific trainings to coaches and/or districts/schools.

Resource allocation. The tangible resources to support DBI, including fiscal, material, and people. SEAs can consider who can train and/or coach LEAs, the restructuring of roles to do so, and the ability to train school teams. SEAs can examine funding streams to blend, braid, reallocate, and/or secure new resources or funding.

Implementation: The active process of supporting local education agencies (LEAs) with accurate and consistent implementation of DBI to support students.

Training and coaching. The technical assistance delivery system to provide training and coaching to LEAs on the implementation of DBI. SEAs can consider their method of training and scale-up, such as a pilot program, virtual training options, and/or direct technical assistance. SEAs also will want to gather information on lessons learned from technical assistance delivery and incorporate those lessons into future scale-up.

Data-based decision making. Implementation requires the gathering of implementation/fidelity and impact/outcome data to fully evaluate SEAs' training and coaching efforts. In addition, SEAs will want to consider data literacy among their staff and trainees.

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